



# Royds Hall High School

## Inspection Report

**Unique Reference Number** 107755  
**LEA** Kirklees  
**Inspection number** 277836  
**Inspection dates** 26 January 2006 to 27 January 2006  
**Reporting inspector** Mr James Kilner HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary	<b>School address</b>	Luck Lane
<b>School category</b>	Community		Paddock
<b>Age range of pupils</b>	11 to 16		Huddersfield, West Yorkshire HD3 4HA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01484 463366
<b>Number on roll</b>	800	<b>Fax number</b>	01484 222223
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Bostock
<b>Date of previous inspection</b>	9 October 2000	<b>Headteacher</b>	Dr W Bradford

<b>Age group</b> 11 to 16	<b>Inspection dates</b> 26 January 2006 - 27 January 2006	<b>Inspection number</b> 277836
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors.

## Description of the school

Royds Hall High School is situated in the Paddock area of Huddersfield within two miles of the town centre. Students come from a variety of backgrounds but predominantly from the more socio-economically deprived areas. The numbers of students with a Statement of Special Educational Need and those identified with learning difficulties and/or disabilities are above the national averages. A large proportion of pupils is eligible for free school meals. The percentage of students from minority ethnic backgrounds, mainly of Pakistani heritage, is above the national average. The school recently achieved Specialist College Status for science.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Royds Hall is a rapidly improving school that provides a satisfactory standard of education. It has a particular strength in the personal development of its students and the exemplary leadership of the headteacher. The school's overarching aim to be 'successful and always aspiring' is firmly established within a culture of open and honest self evaluation and action.

The school's specialist status in science contributes significantly towards providing a good quality learning environment. It has also supported very good improvements to the provision in information and communication technology (ICT) since the last inspection.

Progress overall is satisfactory within an improving climate for success. Pupils make good progress during Key Stage 3 and many initiatives are beginning to impact on results, such as personalised targets for students and peer marking. The quality of teaching and learning is satisfactory. The taught element of citizenship within personal, social, health and citizenship education (PSHCE) is planned for inconsistently. Older pupils have access to a small number of vocational and work-related courses. While changes are proposed to the curriculum, it is currently satisfactory in meeting the needs of students.

Students have great confidence in the good quality care and guidance given by the school. Most parents who responded to the questionnaire are satisfied with the work of the school.

The school has addressed all the key issues for action from the last inspection, reporting regularly to governors and parents on the progress made. Given the good quality of leadership by the headteacher, leadership team and governing body, together with the improving rates of progress made by the students, the school has good capacity to improve further and provides good value for money.

### **What the school should do to improve further**

In order to raise further standards and achievement the school should:

- ensure the good practice identified through lesson observations is shared with all staff in order that the quality of teaching and learning is improved
- improve the provision for PSHCE
- improve motivation for older students by widening the opportunities for them to access vocational and work-related courses.

## **Achievement and standards**

### **Grade: 3**

Students' achievement and standards are satisfactory. From the students' relatively low starting point on entry to the school, they make satisfactory progress overall. They enter the school having achieved below average results at primary school and test

results for 2005 show that by the end of Year 9, standards in English and mathematics are below average; they are broadly in line in science. There have been improvements since then in Years 7 to 9 where progress is now good. However, this improved progress in KS3 is yet to impact on the students' rate of progress throughout the school.

Standards in GCSE examinations at the end of Year 11 are below average in English, mathematics and in the proportion of students achieving five or more GCSE passes at the higher grades A\*-C. The proportion of students achieving five or more GCSE passes at any grade is average. This figure has improved since the last inspection.

Students from ethnic minority groups and those whose first language is not English make satisfactory progress. A range of intervention and mentoring strategies is used well to underpin support in this area. Support for students with learning difficulties and/or disabilities is effective in ensuring their rate of progress is in line with that made by their peers.

## **Personal development and well-being**

### **Grade: 2**

Students enjoy a wide range of extra-curricular activities, from Beginners' Spanish to Bollywood dancing, which contribute much to their social and cultural development. The school values and celebrates the various cultural backgrounds of its students, successfully promoting understanding and good relationships between students from different groups. Assemblies and tutor times provide good opportunities for considering moral issues and reflecting on matters beyond the practical and the mundane.

In lessons where teaching is good, students concentrate well and actively enjoy their learning. In other lessons, good behaviour is generally maintained, but more by the management skills of the teacher than the students' desire to learn. Students are courteous to adults; relationships throughout school are harmonious and supportive in creating a positive climate for learning. The number of exclusions is falling, indicating that behaviour is improving, a view confirmed by older students.

Students are well informed about the importance of a healthy lifestyle; the food in the dining room has improved and there are good opportunities to develop fitness, both within and beyond the physical education curriculum. Students feel safe in school and have confidence in the school's arrangements for dealing with any incidents of bullying.

The 'Partners in Progress' group enables all students, through their year group representatives, to suggest improvements. Several suggestions to do with meals, fencing, bicycle sheds and lockers have been implemented by the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. The school has developed a systematic approach for checking on the quality of teaching and learning. As a consequence, senior leaders know the strengths and weaknesses in provision and have taken a good range of actions to improve it. This is leading to improvements in standards. Examples of students being independent and developing their understanding through discussion demonstrate the positive changes being made. New computer-based technology is being introduced progressively and is adding variety and interest, particularly in science and English lessons. However, some weaknesses remain. Whilst relationships in classrooms are good, in some lessons the pace of learning drops towards the end of the session with students becoming distracted and this affects their understanding and rate of progress. Students with additional learning needs are accurately assessed and where extra adult support is provided in classrooms this is used effectively to aid learning.

Overall, assessment is good and developing, with excellent practice in some subjects. For example, students assess each other's work in history and this complements systematic marking by, and feedback from, teachers. Assessment information is used very effectively to monitor students' progress, identify underperformance and track the impact of interventions. Assessment information is not always used consistently to plan challenging work for students. Students, parents and carers receive good feedback on students' progress towards challenging targets. The school produces very good information for parents explaining in detail what the levels of achievement mean. Whilst there are pockets of good and even outstanding practice, these are at an early stage of influencing the quality of teaching overall.

### **Curriculum and other activities**

#### **Grade: 3**

The quality of the curriculum is satisfactory with some good features. The recent addition of a carefully tailored course for pupils in danger of becoming disaffected with school is a good extension of its provision. The breadth of provision for students in Years 10 and 11 is widened by access to a small range of vocational courses, some provided through a growing local collaboration. The limited number of opportunities for students to access vocational and work-related courses means that opportunities to further engage students who may become disaffected are missed.

At present, progress in the study of citizenship is inconsistently planned for within the personal and social education course, but opportunities to learn about health and safety are satisfactory. Students have good opportunities to gain accreditation in ICT; the small number that do not choose the GCSE or GNVQ course in Year 10 follow a restricted course of study.

The school provides a good range of enrichment activities. Many pupils enjoy taking part in a wide range of sporting activities and are members of clubs and societies.

The specialist science college programme is having a positive impact on the school's provision, particularly in relation to improving teaching and the introduction of new technology across the school. Science courses have been widened to include separate sciences and applied science.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care for all its students. Child protection arrangements are secure and the school undertakes detailed risk assessments of its various activities. The good arrangements for introducing students to the school in Year 7 are valued by students and their parents.

The school has successfully established an integrated approach to providing care and support for students who have additional needs, including students with learning difficulties and/or disabilities, students who speak English as an additional language and any students who are particularly vulnerable. These students receive good additional support from teaching assistants and their progress is in line with that of other students in the class.

Students who behave badly are required to spend time in the aptly named 'room for improvement'. One such student was proud of his recent success in keeping out of the room.

The school's arrangements for personal, social, health and citizenship education within the PSHCE curriculum are satisfactory. Teachers ensure that requirements for sex education and drugs education are met. However, the school acknowledges that the current PSHCE curriculum, particularly in relation to the citizenship element, relies too heavily on worksheets and does not sufficiently engage and motivate students. Plans are well advanced for significant improvements next year.

Teachers set challenging targets and monitor students' progress carefully. If teachers identify any under-achievement, the intervention team takes action to ensure that students get back on track.

Students' attendance and punctuality are satisfactory.

Students receive good options and careers guidance and develop the basic skills they need for future employment.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The leadership provided by the headteacher is very good. Her drive, integrity and sensitivity set a clear vision for students to achieve, which is encapsulated in the aim for the school to be 'successful and always

aspiring'. Equality of opportunity and robust strategies to tackle discrimination are firmly established in the school.

Development planning for the school and for specialist status as a science college is thorough and well informed. However, these documents do not currently contain sufficient quantitative success criteria to accurately measure the full impact of the initiatives.

The school strives unrelentingly to raise standards through a wealth of well planned and monitored initiatives. However, the initiatives are at an early stage and the full impact in relation to results has yet to be realised in significantly improved outcomes for pupils. Resources, particularly in relation to the school's specialist college status, are well managed and their impact on learning monitored to ensure good value for money.

Performance management procedures are in place and the school monitors teaching and learning accurately with appropriate support and actions taken.

Target setting for the school is conducted from a secure base of data and test results which accurately track students' progress. The knowledgeable and well informed governing body fulfils its responsibilities well and is committed to the success of the school. The views of parents and carers, as well as those of students, are sought regularly. A recent initiative to combine governors 'drop in' sessions with parents' evenings has proved informative and popular.

The school has good capacity to improve.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming the Ofsted inspection team into your school last week. We appreciated the welcome you extended to us and the time many of you gave to talk with us and to let us know your views.

These are our main findings from the inspection:

Royds Hall is a rapidly improving school and the majority of you are helping in the journey towards success.

Your school is well led; your headteacher, leadership team and governors are clearly showing you the way to greater achievement by encouraging you to be 'successful and always aspiring.'

You behave yourselves well but you can help in achieving more by keeping your concentration levels going right to the very end of the lesson. For the most part you are polite, courteous and friendly toward one another and to adults in school.

You enjoy the out of school activities the school provides for you; these are helping you to develop much wider interests in your own time and encouraging you to stay healthy.

You clearly know where to go for help if there is a problem and you know that adults in school will help you in making the big decisions about your future.

We asked your parents and carers for their views of your school. Many of them have great confidence in the work of the school in leading you to success.

Standards in your school are satisfactory but we think your school is well equipped to help you achieve even higher. All the staff are going to be working hard to help you accomplish this. You may want to think about ways in which you could assist so that you are all able to become 'successful and always aspiring'.

Once again, may we thank you all for your openness and support during this inspection. There is much for you and your teachers to be proud of at Royds Hall High School and we wish you every success for the future in all that you do.